

# East Durham College

## General further education college

<b>Inspection dates</b>		24–28 February 2014
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Good-2
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

### Summary of key findings for learners

#### This provider is good because:

- The proportion of learners completing their qualification aims successfully is improving over time and has been consistently above the national average for the last three years.
- The proportion of learners who achieve functional skills qualifications in English and mathematics has improved significantly over time.
- Staff have a sharp focus on raising students' attainment of higher grades, and on helping them to reach their full potential so that they progress well to further study and/or employment.
- Most teaching, learning and assessment are good or better.
- Learners' conduct in lessons and in the college's social areas is good. They enjoy attending college, participate enthusiastically during lessons and benefit from the high expectations of the staff.
- The academic and pastoral support for students is highly effective and enables them to make good progress and advance from lower-level courses to study further at a higher level or gain employment.
- Senior managers are successfully implementing an ambitious vision which aims to raise aspirations for students.
- Managers take highly effective actions to address issues facing the college.

#### This is not yet an outstanding provider because:

- A small amount of teaching requires improvement; teachers do not all integrate English and mathematics or equality and diversity routinely into their lessons and in a few cases their use of information and communication technologies to enliven lessons is insufficient.
- The performance of apprentices at advanced level, while improving over time, is below the national average and requires further improvement.

## Full report

### What does the provider need to do to improve further?

- Increase further the proportion of lessons where learning is outstanding through the sharing of good practice and continued professional development by:
  - ensuring that all short-term goals are specific and reviewed regularly
  - carrying out the marking of work and the correction of spelling and grammar to a consistently high standard
  - ensuring that all learning activities are informed by initial assessment to stretch and challenge all students
  - further use of information and communication technologies where appropriate to enhance learning
  - maximising opportunities to plan and develop students' understanding of equality and diversity.
- Work with partners and employers to increase further the availability of work placements for students on study programmes.
- Continue to improve the success rates on apprenticeship programmes, particularly for those who achieve within their planned timescales, by ensuring apprentices are fully aware of the progress they are making and how they can improve their practice and understanding.

### Inspection judgements

<b>Outcomes for learners</b>	Good
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- The proportion of students completing their qualification aims successfully is improving over time. Overall success rates on long courses have risen steadily for the last three years and have been consistently above the national average. Success rates for students aged over 19 are well-above national averages. Students aged 16 to 18 achieve as well at intermediate and advanced levels as their peers on similar training programmes.
- Apprenticeship success rates are improving. The overall success rates for intermediate-level apprentices are now good and above national averages, however, at advanced level, while still showing improvement, success rates are still below the national average. The proportions of apprentices who achieve within their planned timescales are improving over time and now compare well with those for apprentices on similar programmes nationally.
- Students make good progress relative to their starting points where often attainment on entry is low. Students requiring extra help with their studies and those with identified additional learning needs achieve particularly well as a result of good, effective pastoral and academic support. However, male students do not achieve intermediate-level qualifications as well as their female counterparts.
- The proportion of students who achieve qualifications in English and mathematics has improved significantly over time. Students speak confidently about the options available as part of their study programmes. They appreciate the need for English and mathematics skills that will enhance their employability skills and life chances.
- The retention of students is very good and showing improvement. However, in some areas attendance is not consistently high and is below the targets agreed with delivery teams at curriculum reviews.
- The college recruits a high proportion of students with low prior educational attainment, often from disadvantaged and deprived local communities. Students develop their confidence, self-esteem and social skills well. They enjoy their learning experience and develop good employability skills and enhance their future opportunities. Good vocational partnerships with a wide range of employers and community groups help students to gain valuable practical and job-related skills.

- Students' conduct in lessons and around the college's social areas is very good. They enjoy attending college, participate enthusiastically during lessons and benefit from the high expectations of the staff. Managers and teachers create a positive culture of success through challenging students to aspire to and reach their potential with high grades and initiatives to develop deeper understanding.
- Students make good progress from lower-level courses to study further at a higher level. In 2012/13, the number of students progressing from foundation to intermediate level was high. A large majority of students in 2012/13 progressed with a positive destination, into further or higher education, training or employment.

<b>The quality of teaching, learning and assessment</b>	Good
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- Students benefit from teaching, learning and assessment that are good, which lead directly to good outcomes for students. The large majority of teaching observed by inspectors was good, and a small minority outstanding. This agrees with the college's own view of the quality of its teaching, learning and assessment.
- Teachers promote and enable a culture of high aspirations, deploying a range of techniques to increase expectations for high achievement and build students' motivation, self-confidence and resilience. This is a central part of the college's drive to improve further the achievement of high grades by students during their time in college. Behaviour in the college is good and managed well; students show a high level of mutual respect.
- Teachers and assessors, in both college and work-based settings, are well qualified and experienced in their vocational areas. Significant investment in staff development to improve teaching and learning has increased the range of teaching strategies used by teachers. As a result, most teaching is well planned, engages students and makes them more independent. For example, in a music lesson the teacher made excellent use of music videos to prompt a lively discussion on the use of technology in modern music. In the few lessons where learning is less effective the pace of learning can be too slow or activities not planned sufficiently to meet the different needs of all students.
- Students complete initial assessment routinely on entry to the college to identify their starting points. However, the results of initial assessment do not consistently inform the development of group and individual profiles for the planning of lessons to meet individual needs.
- Formal assessment is mostly well planned and managed. Constructive verbal guidance following assessment helps students to improve their future work. However, the quality of written feedback and guidance following assessment and the correction of spelling, punctuation and grammatical errors are too variable.
- The tracking and monitoring of students' progress is good. Recently, the college has implemented a range of innovative approaches to setting target grades and measuring high grades of students on both graded and non-graded qualifications, although it is too early to judge the full impact of these initiatives.
- Students have challenging longer-term targets to provide stretch and challenge to their studies. However, short-term targets set, for example, during tutorials or on individual learning plans are too often imprecise.
- Support for students is very good and effective in helping those students with additional needs to make good progress and to succeed and progress to further qualifications. Learning support in lessons is generous although in a very few instances support assistants are not deployed sufficiently well to have full impact. Students also speak highly of the more general support provided by their teachers, which in some instances has enabled students to remain on programme and succeed following periods of illness or other difficulties.
- Students speak highly of their experience of college. Good links with partner schools and thorough initial advice and guidance are effective in ensuring that students choose the most appropriate course. Careers guidance provides good support for students seeking to progress either into higher studies or into employment, and consequently, the rate of progression is high.

- Much accommodation and most resources are of a very high standard, sports facilities are excellent, and although the buildings at the Houghall campus are old they mostly provide a good learning environment for students. Most classrooms are well equipped with interactive whiteboards which teachers, where learning is more effective, use well. The college’s virtual learning environment (VLE) is a recognised area for further development by managers and staff and, while used very well in some subjects, is underutilised in others.
- The college has responded well to the introduction of study programme requirements. English and mathematics, either GCSE or functional skills, are an integral part of study programmes, following initial assessment at the start of all courses. English and mathematics teachers are well qualified and provide students with good teaching, learning and assessment. Subject areas have introduced a variety of approaches to providing students with work experience opportunities although the college recognises that this remains an area for further development to be fully effective.
- All staff have a good understanding of equality and diversity issues and an atmosphere of mutual respect is evident in the college. Student induction and course handbooks outline clearly the college’s expectations for zero tolerance of issues such as bullying and cyber-bullying. However, the promotion of equality and diversity during lessons is variable. In the best examples it is very effectively integrated. For example, a group of Urban Dance students are producing a dance routine to increase awareness of hate crime as part of a local police and public awareness-raising initiative. In other lessons opportunities to discuss aspects of equality and diversity do not feature in the planning, or are not adopted.

<p><b>Health and social care</b>  <b>Early years and playwork</b></p> <p><b>16-19 study programmes</b>  <b>19+ Learning programmes</b>  <b>Apprenticeships</b></p>	<p>Good</p>
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- Teaching, learning and assessment are good as reflected in the improved outcomes for long and short courses to around national averages. The majority of students are now making good progress to achieve their targets, with several achieving above their projected grade. Both overall success rates and those within the planned time for apprentices are poor. However, a good range of initiatives introduced recently are having a positive effect on progress and learning.
- Students show very good progression into relevant employment or higher education, for example social work, nursing and teaching. A very large majority of students progress from intermediate to advanced level and some apprentices gain promotion in their work setting to the position of senior carers.
- Most students develop good personal, social and employability skills such as confidence, communication and teamwork; this helps with their participation in class and in the workplace. The standard of work is good for the majority of students, with evidence of wider reading and research. The high expectations of staff motivate students well to progress and achieve.
- Teachers are well qualified and share their knowledge and experiences enthusiastically with students to extend their understanding. Teachers encourage students to reflect on their knowledge and identify implications for their professional practice.
- Where learning is most effective, college-based students enjoy and benefit from well-planned activities promoting lively discussions either individually or in groups, drawing effectively on their own workplace experiences. For example, in a lesson for advanced-level childcare students, a short video focusing on a current health promotion issue led to a lively discussion about the many factors associated with ensuring the well-being of children in placement settings.
- Teachers are particularly effective in providing personal and academic support, enabling students to gain confidence and improve knowledge and skills. Coaching and mentoring sessions

to support individual apprentices are thorough in helping to develop their knowledge and understanding. Assessors visit apprentices regularly to progress their learning and practice.

- Employers are supportive and involved fully in the progress of their staff, who are also college students. However, interim target-setting for most students is underdeveloped and is poor for apprentices. The setting and agreement of short-term goals do not ensure identification of immediate needs, or suitable links to the more overarching academic and work-related targets.
- Where learning is less effective, the pace is slow, students lose focus and the understanding and progress of all students are not checked. Many apprentices and work-based students are not aware or adequately informed of the progress they are making.
- Initial advice and guidance have improved and are now good, as reflected in current high retention across the majority of college-based courses. Teachers and assessors know their students well. However, they do not collate all available information routinely to ensure more able students can demonstrate a deeper and broader understanding.
- Assessment is timely and well planned. College-based students value both oral and written feedback enabling them to improve work and gain higher grades. However, feedback for apprentices' written work is insufficient to identify improvements. Students appreciate the good accessibility of the virtual learning environment as a resource and communication tool for further study and submitting work.
- Good development of English and mathematics in discrete lessons is good, as demonstrated through high success rates, particularly for English. Teachers are providing opportunities increasingly to embed these subjects within vocational lessons and in the workplace. An increasing number of students are taking GCSE mathematics and English as part of their study programme.
- The promotion of equality and diversity is good and students value individual differences. In an advanced-level lesson for health and social care students, the many social influences on diets, including cultural differences, enabled high-level discussion, which further raised awareness. Teachers do not always take advantage of naturally occurring opportunities to explore topics and their possible impact on practice with different clients in different care settings.
- Apprentices understand clearly the importance of safe working practice and how to safeguard those within their care. However, progress reviews lack evidence of any discussion to develop further their understanding of equality and diversity issues.

**Animal care and veterinary science**  
**Equine studies**

**16-19 study programmes**  
**19+ Learning programmes**  
**Apprenticeships**

Good

- Teaching, learning and assessment are good. Most lessons have a wide variety of activities that develop students' confidence and ability to learn independently. Teachers use probing questions to check learning and progress. Teachers use their industry-related skills to plan and provide lessons that make good use of the students' own experience and enable them to make good progress. They clearly know the individual requirements of the students and give those tasks and activities that enable them to make good progress, although this is not always obvious in the lesson planning.
- Practical resources are used well and the students benefit by using the resources to reinforce theory, for example learning the signs of good health in calves in the classroom, immediately followed by checking the health of calves on the farm. Practical groups are small enough to enable the students to handle animals and develop the skills required to make them employable. Students work safely and wear appropriate personal protective equipment at all times. In a few lessons, the challenge for students is insufficient and activities are too easy, the learning outcomes are not clear and teachers not do check learning or progress during the

lesson. Students do not have sufficient encouragement or sufficient time to answer questions; there is an over-reliance on note taking and the use of mobile technologies to inspire and motivate students is underdeveloped. In a very small minority of lessons students do not make the progress expected.

- Students carry out, and develop well, routine duties that enable them to gain the animal and equine husbandry skills that they will need in employment. Students at higher levels, however, do not improve these skills sufficiently in the form of the development of supervisory skills or by taking on more responsibility.
- Students benefit from varied activities that enrich their learning and skills, including hearing and visual impairment lessons, fund-raising for local charities, editing the online newsletter and organising horse shows. Links with supportive employers create opportunities for students to develop their work skills in specialist placements, including a pet blood bank, veterinary physiotherapy and hydrotherapy units, animal charities and wildlife parks, further developing their employability.
- Students’ work is of a good standard and they submit the large majority of assignments online using the virtual learning environment. Teachers give comprehensive written feedback that outlines clearly how students can improve their work and achieve higher grades. Teachers correct punctuation, spelling and grammar on marked work and expect that students use the correct terminology. However, too few teachers check spelling during lessons.
- Many teachers use vocational examples to develop the students’ ability in mathematics, for example, comparing the profit margins of intensive and extensive animal production systems, calculating rations for horses, weighing calves to work out weight gain, measuring dog collars, and converting from inches to centimetres.
- Assessment of apprentices in the work place is frequent, thorough and detailed. The assessment documentation is time-consuming to complete and, along with the narrow range of assessment methods used, slows the apprentices’ progress. New processes are in place to improve the success rate for apprentices but it is too early to judge any impact.
- The information and guidance given to students are good and they have an accurate and realistic picture of what to expect from their study programme. Teachers expect students to achieve high grades and students say that they find this challenge motivating. Personal tutors track progress well and students know what grades they are aspiring to achieve. Teachers are committed to ensuring that students complete their course, and know which students are at risk of leaving and take appropriate action to retain them. Teachers do not always set short-term targets that help the students know what they have to do to make rapid progress.
- The proportion of students who progress into employment is high. However, the progression into higher education is low as the opportunities are limited locally. Students enjoy their courses, feel safe and benefit from the support given by teachers.
- Some teachers challenge the students’ ideas of equality, for example, students identified the differences between dairy and beef breeds of cattle and the teacher asked if it was appropriate to judge each other by appearance. However, teachers do not always use opportunities to explore the diversity of cultural attitudes towards animals.

<b>Sport, leisure and recreation</b>	Good
<b>16-19 study programmes</b>	
<b>19+ Learning programmes</b>	

- Teaching, learning and assessment are good, as reflected in students’ good achievement, which shows significant and sustained trends of improvement.
- Teachers demonstrate good subject knowledge and expertise, delivered with great enthusiasm to motivate and engage students. Where learning is more effective, teachers use a range of teaching methods to engage learners, for example by using peak flow monitors to measure lung volumes, enabling students to calculate averages.



- Health and well-being underpin the curriculum well in sport, including by adopting safe practices in practical lessons and promoting healthy lifestyles. Students feel safe and like coming to college. However, attendance is below college expectations.
- Support for students is good. They value particularly the individual tutorials, and the availability and approachability of teachers outside lessons, via text, email or the VLE for help and advice to support their good progress.
- Development of English and mathematics in lessons is good. For example, in one fitness lesson students used the processes of multiplication, division and squaring confidently to calculate body mass index.
- Students make good use of information and learning technologies in lessons. For example, students use mobile technology to analyse sports performance and techniques in the sports hall, subsequently uploading data to the VLE for analysis by students to support independent assessments.
- Students demonstrate good evidence of employability skills including confidence, communication, and a willingness to contribute in lessons to discussion and presentations. The lack of work experience opportunities is currently limiting the chances for students to experience a real working environment. However, as part of the new study programme, students complete 36 hours of voluntary work in sport to support their personal and career development.
- Students work well independently, showing good levels of concentration, engagement and application. However, too many teachers do not plan for the different learning needs of individual students or in some cases do not provide sufficiently challenging extension work.
- Assessment of students' work is robust. Students receive feedback with clear references to criteria met and how to improve their work. The correcting of spelling, grammar and punctuation of assessed work by teachers is inconsistent.
- Accommodation and resources are excellent, including outstanding sports facilities used effectively to develop students' practical skills and support progress. Students access the college's VLE system very successfully, using subject-specialist resources to develop knowledge and understanding independently, submit work, receive feedback and promote subject-specific discussion on the department's sport news forum.
- Students value the enrichment programme in sport highly. They benefit from the good opportunities to progress, achieve and succeed in chosen sports academies or elite athlete scholarships with structured training programmes, fixtures in the British Colleges' league and selection to represent college and regional teams.
- Staff guide students to the correct level of qualification and make clear their expectations of performance and conduct with a comprehensive induction programme. Teachers' advice and guidance to individual students are timely, helpful and valued by students.
- Good positive relationships exist between students and staff working together harmoniously in an atmosphere of mutual respect in all activities. However, the promotion of equality and diversity during lessons is underdeveloped. For example, too many teachers do not use naturally occurring opportunities sufficiently well to promote and reinforce equality and diversity in lessons.

<b>Foundation English</b>  <b>16-19 study programmes</b> <b>19+ Learning programmes</b>	Good
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- Teaching, learning and assessment are good. Timely and effective action to raise standards in the last three years has resulted in the majority of students now meeting their aspirations and goals successfully. Success in functional skills at intermediate level and entry level 2 is good and above national averages. Students gain good employability skills including communication, social confidence, and punctuality, and attend their lessons regularly.

- Achievement in English at entry level 1 requires improvement. On these courses too many students do not achieve the qualification for which they have studied or gain sufficiently well the skills that will improve their future aspirations.
- Students respond well to challenging targets set by highly aspirational teachers, most making at least the progress expected. In one GCSE English lesson a group of sports students were tackling complex and sophisticated figures of speech that would challenge students studying at advanced level. A group of mature students required by employers to complete an intermediate level qualification appreciated and valued the gains they make in confidence and self-esteem, as well as in English.
- The planning of lessons is good. Relevant tasks and activities allow students to progress in their understanding of English. Well-developed targets contribute both to promoting students' progress in English and in their wider vocational and personal goals. Teachers mostly meet the individual learning needs of every student well.
- In a small minority of lessons there is too much whole-group teaching using abstract tasks that do not help students to understand, learn and make progress. In these lessons targets and activities are not sufficiently individual to meet the needs of every student. Some entry level targets described as individual were far too few, wide and vague.
- Students receive timely and effective support to identify their additional needs. Staff provide effective in-class support. For example, a foundation level student with severe hearing loss works alongside a specialist British Sign Language interpreter and as a result has improved his English and other skills sufficiently to move up one course level.
- Good initial assessment identifies the skills, competence and confidence in the use of English of every student, and is augmented with personal guidance to identify their next steps. Each student has a detailed individual plan. Students with dyslexia have a six-week programme of intensive tuition to help them learn techniques that are effective in reducing the impact of the condition on their learning.
- The monitoring of progress is good. Teachers and support tutors use a college-wide tracking system, log books, tutorials and individual learning plans. The majority of teachers check learning and progress effectively, and encourage students to take responsibility for their own learning. However, in a small number of cases teachers do not monitor progress well enough to ensure prompt action to help students to improve further.
- Teachers provide helpful and detailed feedback that helps students improve their English skills and rate of progress. Most teachers record feedback through the tracking system as well as on students' assignments, in their log books and verbally in lessons.
- Behaviour in lessons is very good. Students are respectful and collaborate well with colleagues, staff and others. In lessons there is an atmosphere of calm, industry and cheerfulness.
- Advice to students and the guidance they receive is good and ensures, in a large majority of cases, they achieve their potential. Students know what options are open to them in the future and what skills and qualifications they will need to reach their goals. Support in classes and across the college is good. In English classes, students with learning difficulties benefit from dedicated support assistants who know them well and understand their conditions.
- Support for students with disabilities is good. They integrate fully into courses and college life alongside their peers.

**Foundation mathematics**

**16-19 study programmes**

**19+ Learning programmes**

Good

- Teaching, learning and assessment are good as reflected in the high proportion of students who achieve their qualifications successfully.
- Teachers demonstrate high, but realistic, expectations of students and use these effectively to challenge and motivate all students. They provide good encouragement for students and support them successfully within lessons, managing and using additional learning support



practitioners well to support students with learning difficulties and/or disabilities. Additional learning support contributes effectively to securing students' progress. Teachers manage behaviour well. They monitor attendance rigorously and take effective action to address poor attendance and punctuality.

- Planning to meet individual learning needs is mostly effective. Where learning is most effective, teachers draw on students' individual targets to plan and use activities to meet their individual learning needs. For example, in one lesson students carried out different tasks such as drawing pictograms to develop their skills in using pencils, rulers and rubbers, reading scaled diagrams, and completing exercises in subtraction and division. However, in a very small minority of cases, planning for learning does not take sufficient account of students' individual targets.
- Teachers are well qualified and experienced. They use a wide range of teaching and learning methods, and resources to engage all students and to promote and support their learning successfully. Teachers use their subject-specialist knowledge well to develop students' understanding of mathematical concepts such as mean, median and mode, and to develop their skills in using mathematical processes, such as long multiplication. In one lesson, the teacher made good use of technology to display the key characteristics of common shapes, enabling students to calculate the formulae for calculating their areas independently. Teachers monitor learning effectively within sessions making good use of practical activities to develop and check students' understanding.
- Teachers use initial and diagnostic assessment successfully to identify students' starting points and additional needs, and to develop initial learning targets. They assess students' performance accurately, using assessment activities successfully to secure students' progress. The use of the outcomes of assessment to review and record students' progress is generally effective. However, in a small minority of cases, records of students' progress are insufficiently detailed.
- Teachers use verbal feedback effectively within sessions to praise and motivate students. Written feedback is generally effective, identifying key strengths and areas for improvement. However, in a few cases, it is less detailed.
- Following the recent introduction of study programmes, students have a wide range of opportunities to develop their English and mathematics skills and to achieve appropriate qualifications. In the better lessons, teachers make effective links with the students' vocational programme such as the importance of using accurate measuring skills when making frames and over-boards in plastering. This enables students on study programmes to apply their skills effectively in a workplace context. Teachers identify and correct mathematical errors in students' work consistently. However, teachers do not always identify and correct spelling errors.
- Information, advice and guidance are good. Teachers direct students accurately to mathematics courses at the appropriate level. Students benefit from a detailed induction which prepares them well to understand their rights and responsibilities, and to meet the requirements of their learning programme. Teachers inform students well about opportunities for progression.
- Students benefit from inclusive practice and it is a strong feature of all lessons. All teachers engage students working at different levels and with a diverse range of individual learning needs effectively. However, teachers do not always pick up on naturally occurring opportunities to promote equality and diversity within lessons.

### The effectiveness of leadership and management

**Good**

- The Principal and senior leaders have set out a clear mission for the college which aims to provide an outstanding and inclusive education. Well-considered plans are in place to raise ambition within the community, by ensuring that students develop the skills and abilities that will give them the resilience to succeed in an area where aspirations have often been too low. Strong leadership provided by the Principal in the last two years has helped the college to recover its financial position following a major building programme, as well as to restructure its management to provide more effective curriculum leadership and quality improvement arrangements.

- A strong determination to improve all aspects of provision permeates the college. Although overall success rates are high, managers are taking effective actions to improve the proportion of students whose success exceeds that predicted on the basis of attainment on entry, by setting challenging targets for all groups of students. Where courses have been underperforming, for example in work-based learning, decisive action to address issues has led to in-year improvements.
- Governors have a good understanding of how the college needs to improve. Following a recent rigorous self-assessment of their own effectiveness, governors are now taking steps to improve their own ability to hold the college to account, particularly in relation to its educational performance. A process is now underway which will enable governors to concentrate their attention on key performance indicators and to offer a more exacting level of challenge to senior managers.
- A very sharp focus on improving teaching, learning and assessment involves good use of continuous professional development of staff. Newly appointed teachers benefit from a very well-structured programme of support, while more experienced teachers and managers have a good entitlement to highly relevant development programmes. Developments made to the lesson observation process this year are showing improvements. However, it is too early to judge the full impact of these changes.
- Teachers are well qualified and the very few who do not yet hold teaching qualifications are working towards achieving them. Arrangements for the appraisal of performance are effective. Clear procedures are in place to deal with underperformance and, where necessary, performance management processes implemented well.
- Quality improvement activity is very effective in maintaining high overall success rates and improving the provision. The self-assessment process is comprehensive, involving very clear links between curriculum reviews and quality improvement plans, informed by the observation of learning and a rigorous examination of relevant data at various points throughout the year. The views of students inform self-assessment well, but there is scope for a more systematic process to collect views from employers. Quality assurance of subcontracted provision is thorough. The self-assessment report identifies the key strengths and areas for improvement accurately.
- The curriculum offer meets the needs and interests of students well. The college provides a broad range of courses with good progression routes and has adapted its provision well to the requirements of the new study programmes this year. Effective actions to improve the extent to which students develop their skills in English and mathematics are having a positive impact on success rates in these subjects.
- Work with local schools is a key strength and the college, in partnership with a local learning trust, is establishing a new studio school on the college site for pupils aged 14 to 19, which will specialise in science, technology, engineering, mathematics and health and social care. This will help to go some way to meet the identified skills shortages in the area.
- Although the college works with many employers, it has recognised through self-assessment that more employers need to be involved. An effective employer engagement strategy to ensure that the good practice which exists in areas such as health and social care and horticulture extends to all of the key areas is now in place. The college is developing its work with partners. Some very productive partnerships benefit students who would not easily have access to vocational training.
- The promotion of equality and diversity is good. The college is highly inclusive within the context of its community. It provides a welcoming educational environment for many whose prior experience of learning has been frustrating or unproductive. It has good provision for students who have learning difficulties and/or disabilities and teachers work well with people whose behaviour can be challenging. Mutual respect and good behaviour are characteristics of the college. The college identifies any differences in achievement by various groups of students, for example between males and females, and takes effective actions to close the gaps.
- Arrangements for safeguarding are good. The college meets its statutory responsibilities in relation to safeguarding. All staff are appropriately trained when commencing employment and this is refreshed annually. The wearing of identity badges is managed well and good attention is paid to ensuring that students wear their badges at all times when attending college. The

incidence of bullying or harassment is low and students feel safe and secure while at college. Online safety is good and managed well with appropriate guidance issued to all students. The college maintains a comprehensive single central record of safeguarding checks, and it meets a target for the periodic renewal of these checks which exceeds statutory requirements.

## Record of Main Findings (RMF)

### Provider name

Inspection grades are based on a provider's performance:  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ Learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2	NA	NA	2	NA	2	2	NA	NA
Outcomes for learners	2	NA	NA	2	NA	2	2	NA	NA
The quality of teaching, learning and assessment	2	NA	NA	2	NA	2	2	NA	NA
The effectiveness of leadership and management	2	NA	NA	2	NA	2	2	NA	NA

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Health and social care</b>	<b>2</b>
<b>Early years and playwork</b>	<b>2</b>
<b>Animal care and veterinary science</b>	<b>2</b>
<b>Equine studies</b>	<b>2</b>
<b>Sport, leisure and recreation</b>	<b>2</b>
<b>Foundation English</b>	<b>2</b>
<b>Foundation mathematics</b>	<b>2</b>

## Provider details

<b>Type of provider</b>	General further education college							
<b>Age range of learners</b>	14+							
<b>Approximate number of all learners over the previous full contract year</b>	Full-time: 1,579							
	Part-time: 4,154							
<b>Principal/CEO</b>	Mrs S Duncan							
<b>Date of previous inspection</b>	July 2008							
<b>Website address</b>	<a href="http://www.eastdurham.ac.uk">www.eastdurham.ac.uk</a>							
<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
<b>Full-time</b>	352	32	372	82	427	25	0	0
<b>Part-time</b>	253	687	183	875	160	181	0	5
<b>Number of traineeships</b>	16-19		19+		Total			
	0		0		0			
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	146	59	31	61	0	0		
<b>Number of learners aged 14-16</b>	234							
<b>Full-time</b>	N/A							
<b>Part-time</b>	234							
<b>Number of community learners</b>	N/A							
<b>Number of employability learners</b>	534							
<b>Funding received from</b>	Education Funding Agency and Skills Funding Agency							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>■ Aim High</li> <li>■ CDC Enterprise Agency</li> <li>■ Chameleon Vocational Training</li> <li>■ Groundwork North East</li> <li>■ Learning Curve (JAA) Limited</li> </ul>							



## Contextual information

The college has two main centres and two smaller satellite centres. The main campus is situated in Peterlee and serves the local communities of East Durham, while the second campus is located in Durham and has a concentration on land-based studies and serves the wider region in this regard. Economic activity rates are below the national and regional averages; the unemployment rate and the proportion claiming benefits are above the national averages. The proportion of school leavers achieving five or more GCSEs at A\* to C including English and mathematics is considerably below the national average. Students joining the college have significantly lower attainment levels than those nationally.

## Information about this inspection

**Lead inspector**

Stephen Hunsley HMI

Two of Her Majesty's Inspectors (HMI) and seven additional inspectors, assisted by the vice-principal, as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

## What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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